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ABSTRACT

Data gathered from the Arkansas Higher Education Information System on the characteristics of college students are presented in tables and figures, with some narrative. Data are presented relating to access to higher education (admission requirements of the schools; open admissions comparison of applications, admission, and enrollment; average American College Testing Program scores; and ability to pay education costs); age and attendance patterns of students (part-time, full-time, first-time entering undergraduates, other undergraduates, unclassified pre-baccalaureate, graduates, unclassified post-baccalaureates, and first-professional); changes in full- and part-time attendance; and women and minorities. A summary table of student characteristics by institution is also given. An additional table shows federal student aid funds for each institution for 1980-81 and 1981-82. (MSE)

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Characteristics of Arkansas College Students, Fall 1980

Report 80-7

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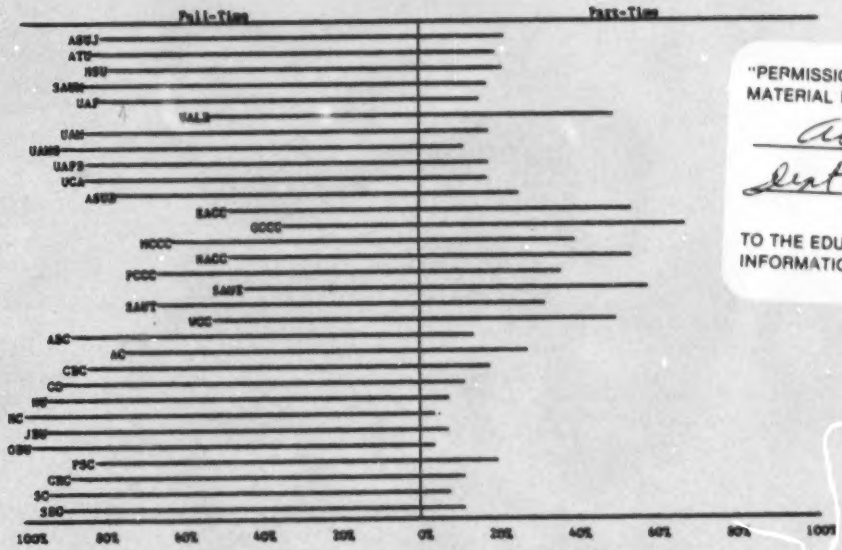

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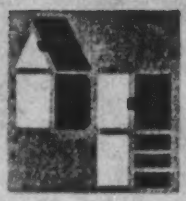

CHARACTERISTICS OF ARKANSAS COLLEGE STUDENTS, FALL 1980

REPORT 80-7

Joanne Branscum

January 1982

FOREWORD

This is the 1980-81 report on the characteristics of Arkansas college students which is part of the annual series produced by the Arkansas Department of Higher Education (ADHE). It is based primarily on data first collected through the Arkansas Higher Education Information System in 1980-81. In order to draw together as much information on the characteristics of students as possible, the data for this report were supplemented from a number of sources, including several of the reports in the Arkansas Higher Education Information System, college catalogues, U. S. Department of Education reports of federal student aid funds, the National Center for Education Statistics report on enrollment by race and sex, and a review of relevant literature in the field.

During the development of the AHEIS, as decisions were being made about the data to be collected, there was concern about possible negative consequences of public availability of such information as the average ACT test scores on entering students at each institution which are contained in this report. It is true that uninformed or simplistic interpretations of some data could lead to unwarranted and unfair comparisions of institutions, but professionals should have access to real data if they are to accomplish realistic planning. The state institutions of higher education in Arkansas vary widely in their effective missions and in the types of students served. Effective service to those students requires realistic understanding of those differences.

This report is another first effort for the ADHE staff. We continue to be concerned about possible errors of omission, especially where there are additional analyses of the information which would be helpful. We therefore earnestly solicit suggestions for further analyses from readers of the report. Similarly, we look forward to other valuable analysis of trends over time which will be possible as data for additional years become available.

We continue to be grateful for the assistance of those persons who, by serving on the Information System Task Force and by conscientiously

completing the reports involved, have made this information system as effective as we find it to be. The positive responses regarding earlier reports lead us to hope that the investments in the development of the information system and the reports are being justified in the availibility of improved information and analyses. The major staff effort for this report was by Joanne Branscum, though she was assisted by Tom Spencer, Wanda Cockrell, and the Production Division staff. To all of these we express our gratitude and acknowledge our debt, but it is ADHE which must except ultimate responsibility for the report's contents.

T. Michael Elliott
Director
Arkansas Department of Higher Education
January 1982

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EXECUTIVE SUMMARY

This report summarizes data regarding characteristics of students in Arkansas institutions of higher education for 1980-81. Since the types of students served relate to institutional practices on admissions and availability of financial aid, this report has been broadened to include those topics.

All of the Arkansas state institutions and most of the independent institutions have open admissions policies, meaning that any high school graduate is eligible for admission to the institution. Average American College Test (ACT) scores of first-time-entering undergraduate students are presented for the four-year institutions for fall 1980. There are significant variations among the institutions both in the proportions of their students for whom scores are reported and in institutional average scores. Given the sociological variables which influence ACT scores, these differences probably overstate the real differences among students served by the institutions. The average scores for first-time- entering students varied from a high of 23.2 at Hendrix College to a low of 10.5 at the University of Arkansas at Pine Bluff. Only three institutional averages exceeded the national average of 18.5.

The report presents extensive data on the ages of students in several different categories. It is interesting to note that the average ages of each variation in the average ages of total student bodies at the institutions is attributable to the differences in the mixes of types of students enrolled at those institutions. For example, the median age of full-time community college students was 20 while the median age for full-time students at both state and independent four-year insititulons was 21. Similarily, among part-time community college students, the median age was 27 while at state and independent four-year institutions the median age was 28. Reflecting the larger proportions of older part-time students at community colleges, the average age of all community college students significantly exceeded that of the average age of students attending four-year institutions. Fully half of state community and two-year college

students attended part-time while less than a quarter of the students in four-year institutions attended part-time.

For full-time first-time-entering students, the average age was 19 while the average age was 24 among part-time first-time-entering students. For graduate students, the average age for full-time students was 26 while the average age for part-time graduate students was 30. The pattern is similar among first professional students (law and medicine), where full-time students average age was 25 while the average age for part-time first professional students was 29.

Female students outnumbered male students significantly in 1980. Fifty-four percent of the 1980 enrollment was female, reflecting a steady increase in the proportion of female students over the past five years. However, a higher proportion of female students were attending college part-time than were male students. Female students constituted 58% of the total enrollment at state two-year institutions, 51% at state four-year institutions, and 55% at independent institutions.

Black enrollment among Arkansas state two-year institutions was 15.5%. At the predominately white state four-year institutions, 10.7% of the enrollment was black, while the figure at the predominately white independent institutions was only 3.6%. Black enrollment among Arkansas state institutions increased more slowly from 1976-80 than did white enrollment, paralleling a slowing of black enrollment growth identified by the Southern Regional Education Board throughout its member states. Enrollment of black students in two and four-year state and independent institutions consistently showed higher proportions of black students as full-time students than was true for white students.

Attention is directed to table 13, on page 30 of the report, which summarizes the characteristics of the student bodies of each Arkansas institution.

CHARACTERISTICS OF ARKANSAS COLLEGE STUDENTS, FALL 1980

An institution's student body may be described on many dimensions. A selective admissions policies might limit the number and types of students. An urban location might attract more part-time students than full-time and, if the majority of the student body attends part-time, the median age of students will probably be greater than that of a traditional student body. Racial and sexual composition of an institution's student body also vary. Each of these factors helps establish the collective personality of an institution. This report summarizes information on each of these areas for Arkansas institutions of higher education.

ACCESS TO HIGHER EDUCATION

Admission Requirements

A major factor governing an individual's access to higher education is institutional admissions requirements. A variety of criteria for admission are set by institutions. The credentials Arkansas colleges required of all applicants varied by type of institution and certainly within type they varied by individual institution. Only one credential, a high school transcript, was required by every institution. Admission test scores, American College Test (ACT) or Scholastic Aptitude Test (SAT), were required by every four-year institution, although among the state four-year institutions there were no minimum score requirements for admission. Although a high school diploma or GED certificate was requested, neither was an absolute requirement. Most institutions would allow a student to be admitted to freshmen standing if the applicant either:

1. had a minimum of 15 units of high school credit, with an overall grade average of B, including three units of English, one unit of mathematics, one unit of natural science, two units of social science, not more than two units of activity credit, and upon recommendation of the high school principal or superintendent; or

2. if the student had earned fewer than 15 units of high school credit, the applicant earned a satisfactory score on a college entrance examination.

Displayed in Table 1 are the stated requirements for general admission to each Arkansas college and university. Although ACT or SAT scores are not required by two-year state institutions, students are encouraged to submit one of these test scores. These scores are then used in determining need for remedial course work. Along with these general admission requirements many programs have further requirements such as prerequisite courses, reference letters, entrance exams, medical exams and personal interviews.

Open Admissions

Admission policies are expected to shape the student base which, in turn, will shape the college. Policies of Arkansas colleges and universities are determined by the board of each respective institution. The state institutions have open admission policies. Only three independent institutions have anything approaching selective admission requirements; the remaining institutions generally have some variation of an open-door policy. The State Board of Higher Education believes in open admissions. Recommendations set forth in Directions for Postsecondary Education in Arkansas, 1978 and adopted by the State Board of Higher Education were that:

* There should continue to be an open-door policy among public postsecondary institutions. This recommendation is consistent with the belief that all students in Arkansas should have access to some type of postsecondary education and should have the opportunity to progress to the limits of their academic potential to the degree that the institutions resources allow.

* Each institution have admission policies which reflect the uniqueness of the institution in order to better meet the diversified educational needs of the state. Community colleges and area vocational-technical schools should be encouraged to maintain their open-door policy. A high school diploma or its equivalent should be the minimum standard for admission to senior institutions.

* The state should not set admission and retention policies for independent and proprietary institutions.

* The use of standardized tests be encouraged for advisement and placement of students and for admission to special

TABLE 1. GENERAL ADMISSIONS REQUIREMENTS, BY INSTITUTION, FALL 1980

Institution	High School Transcript	High School Diploma or GED	Admissions Test (ACT or SAT)
State Two-Year			
ASUB	X	X	
EACC	X	X	
GCCC	X	X	
MCCC	X	X	
NACC	X	X	
PCCC	X	X	
SAUE	X	X	
SAUT	X	X	
WCC	X	X	
State Four-Year			
ASUJ	X	X	X
ATU	X	X	X
NSU	X	X	X
SAU	X	X	X
UAF	X	X	X
UALR	X	X	X
UAM	X	X	X
UAMS[1]	X	X	X
UAPB	X	X	X
UCA	X	X	X
Independent Two-Year			
CBC[2]	X	X	X
SC	X	X	X
SBC[3]	X	X	X
Independent Four-Year			
AJC	X	X	X
AC	X	X	X
CBC[4]	X	X	X
CO[4,5]	X	X	X
HU[2,4]	X	X	X
HC[2]	X	X	X
JBU[6]	X	X	X
OBU[7]	X	X	X
PSC	X	X	X

*Requirement for general admissions

[1]The majority of UAMS programs are specialized and have admission requirements in addition to those requested for general admissions.

[2]A combination of academic competence, scholastic potential, personal motivation, character and high school leadership.

[3]GED students are admitted on probation.

[4]2.0 grade average on a 4.0 scale.

[5]A minimum of the 13th composite national percentile on the ACT examination.

[6]A minimum of the 25th composite national percentile on the ACT examination.

[7]2.00 grade average on a 4.0 scale or a satisfactory score on ACT.

programs. Test results alone, however, should not be used for denying admission to public institutions.

* Institutions not adopt more selective admission policies, since access to postsecondary education in Arkansas needs to be encouraged. Admission to an institution, however, should not guarantee admission to all programs within institutions.

* Institutions which admit students with deficiencies provide special programs designed to assist those students in remediating their deficiencies.

* Institutions establish minimum standards for graduation for each field of study, and that these standards encompass skills, achievements, and desired knowledge.[2]

There are both positive and negative consequences of the open-door admissions policy. Proponents of the open-door admissions policy believe that people benefit from attending college and that access should be made readily available. Economic benefits mentioned are better jobs, better working conditions and greater capacity for advancement. Besides economic benefits it has been determined that "those young people who persist through college not only have more intellectual curiosity and more autonomous styles of thinking than their compeers who spent the same four years in the world of work; they also are more tolerant of ambiguity, less authoritarian, and more receptive and responsive to a wider environment than nonattenders."[3]

However, in spite of the generally recognized advantages, open-door policies are not without their detractors and educational problems. Some citizens and educators feel higher education should be reserved for only the most capable students, especially when tax dollars help provide the institutions. Open-door policies have been related to declining test scores, grade inflation, and graduates with limited abilities. Open-door admissions increase the range of student abilities in classrooms and add additional instructional costs, need for remedial courses, and greater demand for counseling and other student services.[4]

Comparison of Applications, Admissions and Enrollment

Table 2 displays the percentage of students that applied for admission that were given formal acceptance and Table 3 displays the percentage of students

given formal acceptance that actually enrolled. The percentage of students given formal acceptance among the state institutions reflects the open-door admissions policy endorsed by the State Board of Higher Education and the Arkansas Postsecondary Planning Commission. The University of Arkansas for Medical Sciences (UAMS) has the lowest admissions ratio among state institutions. This is understandable given the types of programs offered by UAMS, and the fact that most health-related degree programs do not have open-door admissions.

TABLE 2. ADMISSIONS AS A PERCENT OF APPLICATIONS BY INSTITUTION, FALL 1980

Institution	First-time Entering	Undergraduate Transfers	Master's	Specialist	Doctoral	Law	Medicine
State Two-Year							
ASUB	97.6	89.5	-	-	-	-	-
EACC	100.0	100.0	-	-	-	-	-
GCCC	100.0	100.0	-	-	-	-	-
NCCC	100.0	100.0	-	-	-	-	-
NACC	100.0	100.0	-	-	-	-	-
PCCC	100.0	100.0	-	-	-	-	-
SAUE	100.0	100.0	-	-	-	-	-
SAUT	100.0	100.0	-	-	-	-	-
WCC	100.0	100.0	-	-	-	-	-
State Four-Year							
ASUJ	99.8	98.6	82.0	82.3	-	-	-
ATU	99.9	100.0	100.0	-	-	-	-
HSU	91.6	89.0	89.1	-	-	-	-
SAUM	100.0	100.0	100.0	-	-	-	-
UAF	100.0	99.8	95.5	100.0	97.2	100.0	-
UALR	98.5	86.3	82.0	-	-	47.4	-
UAM	100.0	90.6	-	-	-	-	-
UAMS	53.3	83.0	100.0	-	-	-	45.4
UAPB	100.0	93.4	-	-	-	-	-
UCA	99.6	96.6	94.8	100.0	-	-	-
Independent Two-Year							
CRC	90.0	100.0	-	-	-	-	-
SC	100.0	100.0	-	-	-	-	-
SBC	80.0	80.6	-	-	-	-	-
Independent Four-Year							
ABC	N/R	N/R	N/R	N/R	N/R	N/R	N/R
AC	78.5	78.4	-	-	-	-	-
CBC	N/R	N/R	N/R	N/R	N/R	N/R	N/R
CO	86.0	77.4	-	-	-	-	-
HU	97.7	68.6	86.9	-	-	-	-
HC	89.1	85.7	-	-	-	-	-
JBU	77.6	91.1	-	-	-	-	-
OBU	98.2	78.0	-	-	-	-	-
PSC	98.6	75.6	-	-	-	-	-

N/R = Not Reported

SOURCE: ADHE 06-0

TABLE 3. ENROLLMENT AS A PERCENT OF ADMISSIONS BY INSTITUTION, FALL 1980

Institution	First-time Entering	Undergraduate Transfers	Master's	Specialist	Doctoral	Law	Medicine
State Two-Year							
ASUB	75.8	93.0	-	-	-	-	-
EACC	100.0	58.3	-	-	-	-	-
GCCC	100.0	100.0	-	-	-	-	-
NCCC	92.6	65.7	-	-	-	-	-
NACC	80.1	44.2	-	-	-	-	-
PCCC	91.6	85.2	-	-	-	-	-
SAUE	92.0	86.5	-	-	-	-	-
SAUT	59.2	100.0	-	-	-	-	-
WCC	95.6	93.2	-	-	-	-	-
State Four-Year							
ASUJ	99.6	98.4	100.0	100.0	-	-	-
ATU	70.8	58.9	100.0	-	-	-	-
HSU	65.0	78.5	64.8	-	-	-	-
SAUM	80.7	73.1	74.3	-	-	-	-
UAF	61.5	74.6	71.8	78.9	56.2	87.1	-
UALR	72.8	59.4	57.7	-	-	46.5	-
UAMS	100.0	94.4	55.6	-	-	-	96.6
UAM	87.6	83.0	-	-	-	-	-
UAPB	79.5	86.8	-	-	-	-	-
UCA	74.1	77.5	87.1	100.0	-	-	-
Independant Two-Year							
CRC	80.0	100.0	-	-	-	-	-
SC	98.5	100.0	-	-	-	-	-
SBC	87.5	72.0	-	-	-	-	-
Independant Four-Year							
ABC	N/R	N/R	N/R	N/R	N/R	N/R	N/R
AC	67.4	90.0	-	-	-	-	-
CBC	N/R	N/R	N/R	N/R	N/R	N/R	N/R
CO	76.9	68.9	-	-	-	-	-
HU	90.6	55.1	65.0	-	-	-	-
HC	63.1	75.7	-	-	-	-	-
JBU	90.2	79.0	-	-	-	-	-
OBU	86.2	93.1	-	-	-	-	-
PSC	90.3	105.0	-	-	-	-	-

N/R = Not Reported

Average ACT Scores

Table 4 displays the average ACT score of first-time-entering undergraduate students by institution for each of Arkansas' four-year colleges and universities. These data were not reported by two-year institutions.

Standardized tests, including college admissions tests consist of two basic types: ability and achievement. In principle, achievement tests measure the amount of knowledge or skill acquired (primarily in school) in particular subjects. Ability tests are thought of as measuring general inborn ability, which does not depend upon previous schooling.

TABLE 4. AVERAGE ACT SCORES OF FIRST-TIME-ENTERING UNDERGRADUATE STUDENTS BY FOUR-YEAR INSTITUTION, FALL 1980

Institution	Percent of Students Presenting ACT Scores	Average ACT Score
State Four-Year		
ASUJ	72.5%	16.6
ATU	67.1%	18.0
HSU	95.9%	16.1
SAUM	62.6%	16.0
UAF	84.5%	19.4
UALR	68.2%	16.7
UAM	90.7%	14.8
UAMS	N/R	N/R
UAPB	47.6%	10.5
UCA	87.7%	18.4
Independent Four-Year		
AC	67.3%	17.4
ABC	N/R	N/R
CBC	63.5%	18.1
CO	N/R	N/R
HU	83.0%	19.9
HC	93.3%	23.2
JBU	91.1%	20.2
OBU	N/R	N/R
PSC	52.0%	12.0

N/R = Not Reported

SOURCE: ADHE 06-0

The ACT test is somewhat more oriented to achievement than the SAT test which is more oriented toward ability.[5] The average ACT score for Arkansas students for 1980-1981 was 17.5, which was lower than the national average of 18.5. "It should be noted that college-bound students who write the ACT assessment are not representative, in some respects of college-bound students nationally. First, students who live in the south are over-represented among ACT-tested students as compared to college-bound students nationally. Second, ACT-tested students tend to enroll in public colleges and universities more frequently than do college-bound students nationally. Caution should be used in making comparisons between state and national norms. State

norms may differ from national norms for non-education reasons such as representativeness of the ACT-tested population and the demographic make-up of a state."[6] Caution should also be used in making comparisons between institutional norms. ACT scores may be affected by factors such as race, socioeconomic background, and language differences in social groups. With racial minority students ACT scores probably understate ability to the extent that, with an institution like UAPB, the ACT norm may not fairly reflect the ability of the student body.

Individual ACT scores are used by many counselors in determining the need for remedial work. "According to a recent investigation of remedial programs, it was reported that the overwhelming majority of colleges (95%) identified and assigned students to developmental or remedial programs on the basis of test scores. A third of the colleges used the School and College Ability Test (SCAT). Twenty-one percent used the American Council on Education Test (ACE), and the American College Test (ACT) was used by 18%."[7]

Ability to Pay

Access to higher education for low income groups would be more restricted were it not for the variety of financial aid available to 1980-81 students. There were grants and scholarships which would not have to be repaid; part-time jobs, loans which required repayment, and benefits for veterans and social security survivors. The major Federal financial aid programs were: Pell Grants, formerly known as Basic Education Opportunity Grants (BEOG), Supplemental Educational Opportunity Grants (SEOG), National Direct Student Loans (NDSL), College-Work Study (CWS), and Guaranteed Student Loans (GSL).

> A study conducted in academic years 1978-79 and 1979-80 showed that more than two-thirds of sophomore and junior college students received one of these forms of Federal financial aid. The proportion was higher in the later year as a result of the passage of the Middle Income Students Assistant Act. This legislation, while continuing to provide financial aid for low income students, expanded the availability of aid to middle income students. The proportion of low income students who received financial aid increased, significantly for juniors receiving BEOGs, from 77 to 88 percent. The proportion of middle income students receiving BEOGs doubled from approximately one-third to

> nearly two-thirds. And the proportion for high income students increased from under 2 percent to one-quarter of all such students. The proportion of students receiving aid from the other programs, SEOG, NDSL, CWS, and GSL, did not change significantly except among middle income sophomores receiving SEOGs (8 percent increase), high income sophomores receiving CWS aid (10 percent increase) and high income juniors receiving GSLs (10 percent increase).[8]

Much concern has been expressed about the current and future state of financial aid. In 1980-81 the maximum Pell grant was $1,750. In 1981-82 the maximum was $1,670. However, in many instances, if the student's cost of education was less than $3,200, he received more money this year than last. Because of the increased tuition cost this was the case at most state colleges and universities. Because of the higher tuition rate at independent institutions, which pushed the cost of education to above $3,200, students attending these schools generally received less money in 1981-82 than in 1980-81. The total amount of money received by each Arkansas institution for National Defense Student Loans (NDSL), Supplemental Education Opportunity Grants (SEOG), and College Work Study (CSW) decreased from 1980-81 to 1981-82. Table 5 displays the amount of money granted each institution for NDSL, SEOG, and CWS.

AGE AND ATTENDANCE PATTERNS OF STUDENTS

One in four Arkansas college students is now 25 years of age or older. This compares with one in three students 25 or older nationwide. "Institutions concerned about maintaining their enrollment levels are looking to the older groups to offset at least partially, a decline in the population of 18-year-olds during the 1980's."[9] Arkansas is also projected to experience a decline in 18-year-olds during the 1980's. This decline is expected to reach its lowest point for the next 18 years with the 1985-86 high school graduates.[10] The decline in Arkansas high school graduates is projected to be much less severe than elsewhere. This can generally be attributed to the population shifts from the northern states to the sun belt. "If the enrollment rate of persons 25 years old and over remains at its present level, the Census Bureau's report says, 'the number enrolled will increase because the population 25 and over will grow.' Applying 1979 enrollment rates to the projected

TABLE 5. FEDERAL STUDENT AID FUNDS, 1980-81 AND 1981-82*

Institution	1980-81 NDSL	1980-81 SEOG	1980-81 CWS	1981-82 NDSL	1981-82 SEOG	1981-82 CWS
State Two-Year						
EACC	-	35,822	44,347	-	38,369	48,782
GCCC	35,000	19,949	67,603	28,711	19,948	67,603
NCCC	2,506	13,800	30,000	3,931	11,292	34,934
NACC	-	35,000	65,835	-	24,067	85,652
PCCC	-	38,505	78,058	-	35,050	72,531
SAUE	9,689	12,872	20,584	-	13,381	30,392
SAUT	-	-	26,310	-	-	38,159
WCC	-	20,000	18,000	-	21,859	20,000
Subtotal	47,195	175,948	350,737	32,642	163.966	398,073
State Four-Year						
ASUJ	294,036	240,000	300,000	159,413	152,003	400,000
ATU	-	26,000	186,142	-	33,110	175,882
HSU	-	32,500	375,000	-	66,527	255,662
SAUM	-	88,145	348,054	-	68,719	422,230
UAF	798,232	704,793	956,104	502,722	821,404	962,449
UALR	131,429	110,700	310,000	-	82,671	344,976
UAM	-	66,832	146,049	-	69,398	192,931
UAMS	80,400	11,456	107,911	49,501	12,329	120,000
UAPB	-	272,409	400,000	-	272,409	400,000
UCA	-	142,000	350,000	-	77,774	400,000
Subtotal	1,302,097	1,694,835	3,479,260	711,636	1,656,364	3,674,130
Independent Two-Year						
CRC	-	-	-	-	5,050	6,814
SC	-	35,709	24,035	-	45,401	34,415
SBC	31,921	42,931	155,097	-	46,755	187,043
Subtotal	31,921	78,640	179,132	-	97,206	228,272
Independent Four-Year						
ABC	-	8,066	30,001	-	-	-
AC	-	28,820	77,502	-	21,873	76,043
CBC	-	-	23,537	-	-	23,024
CO	-	14,500	79,993	-	11,611	73,006
HU	367,532	90,000	250,000	288,675	55,953	350,365
HC	72,211	60,014	92,000	38,300	68,740	111,756
JBU	40,720	45,000	95,000	15,411	28,325	92,504
OBU	9,145	39,049	265,198	-	43,848	301,546
PSC	-	13,054	93,337	-	25,590	101,946
Subtotal	489,608	298,503	1,006,568	342,386	255,940	1,130,190
TOTAL	1,870,821	2,247,926	5,015,697	1,086,664	2,173,676	5,430,665

*NDSL, SEOG and CWS for ASUB are administered by ASUJ and funds for these programs are therefore included in ASUJ's funds.

SOURCE: U.S. Department of Education

1990 population, the Census Bureau estimates that enrollment of students 25 through 64 years old will increase by 939,000. At the same time, enrollment of those 14 through 24 would decline by 803,000. The rising enrollment of older students probably will not completely offset losses of younger students, the report notes, because older students are more likely to enroll part-time."[11]

Part-Time Students

At present 57% of Arkansas college students 25 years old and over attend college part-time, compared with 13% of younger students. Nationally, 72% of students 25 and over attended college part-time, compared with 17% of students under 25. "If that pattern continues, the Census Bureau estimates that the increase in enrollment of older students will offset about 70% of the loss of full-time-equivalent students."[12]

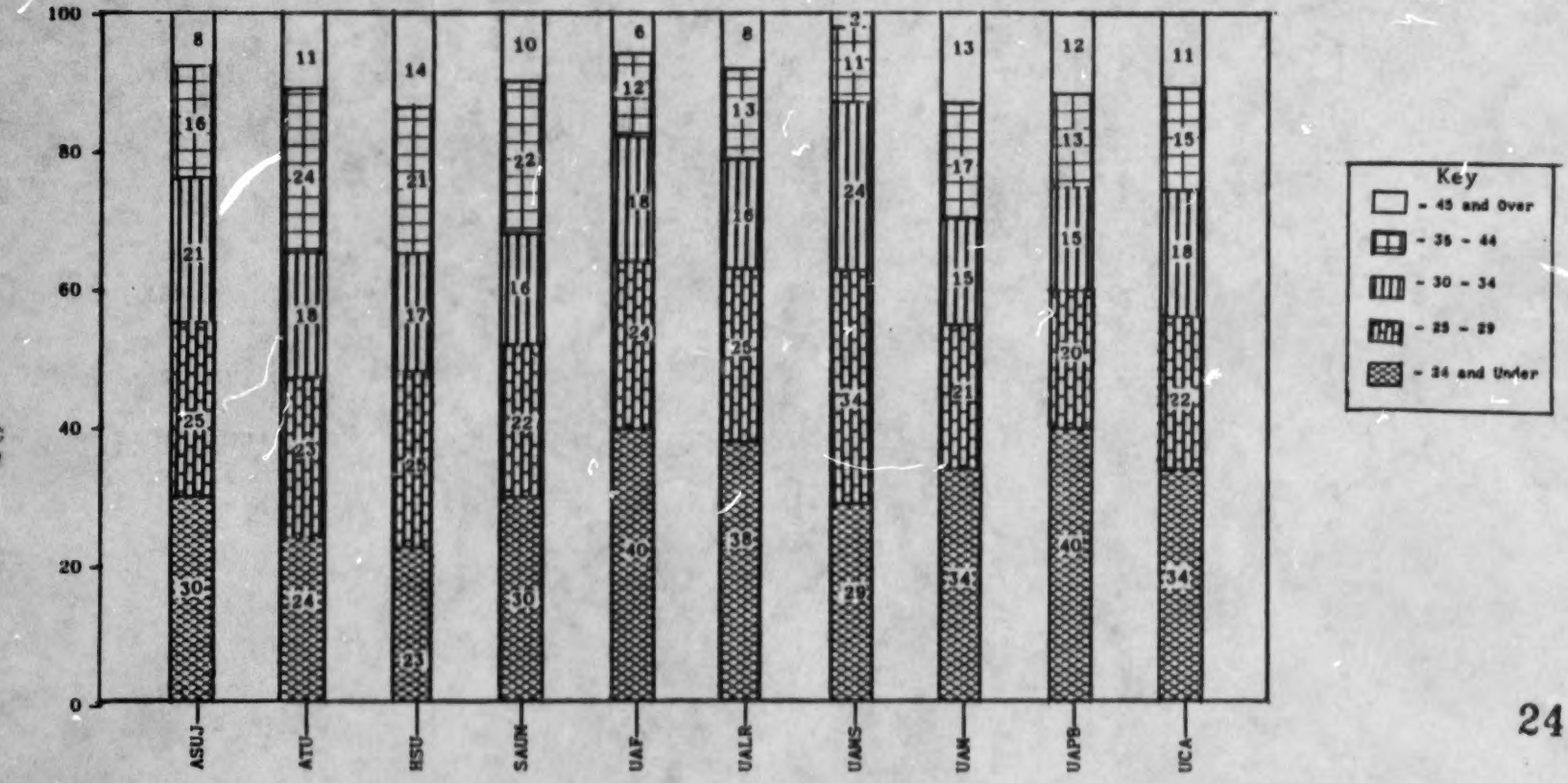
Figures 1 through 4 display the proportion of part-time enrollment in each age group at each of Arkansas' colleges and universities. The median age was 28 among all state institutions. Among the four-year state institutions the median age ranged from 27 at SAUM, UAF and UALR to 31 at ATU and HSU. PCCC had the lowest median age among two-year institutions, 23, and EACC and NACC had the highest median age, 30. (Table A-2 in the Appendix displays median age of part-time students for each of Arkansas' colleges and universities.)

The median age of part-time students varied more among independent institutions. Among independent four-year institutions, the median age was 26 with a low of 21 at both HC and JBU and a high of 31 at OBU. The median age at two-year independent institutions was 29.

Full-Time Students

The median age of full-time students at all Arkansas institutions was 20. This median age varied little among the institutions. HC, at 19, had the lowest median age and UAMS had the highest median age at 24. The median age at 15 of the 31 Arkansas institutions was 20. Figures 5 through 8 display the proportion of full-time enrollment in each age group at each institution.

FIGURE 1. PERCENTAGES OF PART-TIME STUDENTS BY AGE GROUP BY STATE FOUR-YEAR INSTITUTIONS, FALL 1980



23

24

FIGURE 2. PERCENTAGES OF PART-TIME STUDENTS BY AGE GROUP BY STATE TWO-YEAR INSTITUTIONS, FALL 1980

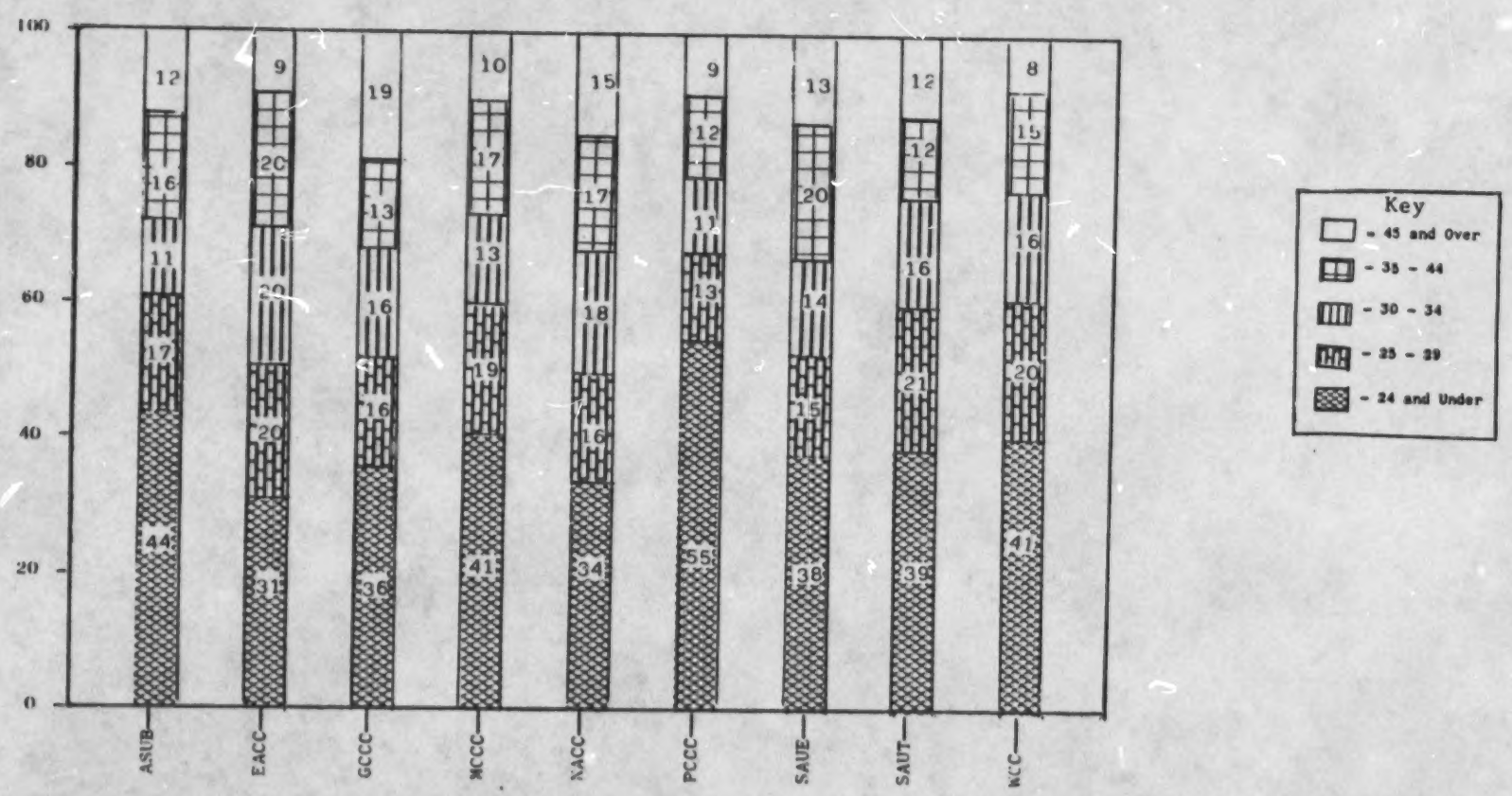


FIGURE 3. PERCENTAGES OF PART-TIME STUDENTS BY AGE GROUP BY INDEPENDENT FOUR-YEAR INSTITUTIONS, FALL 1980

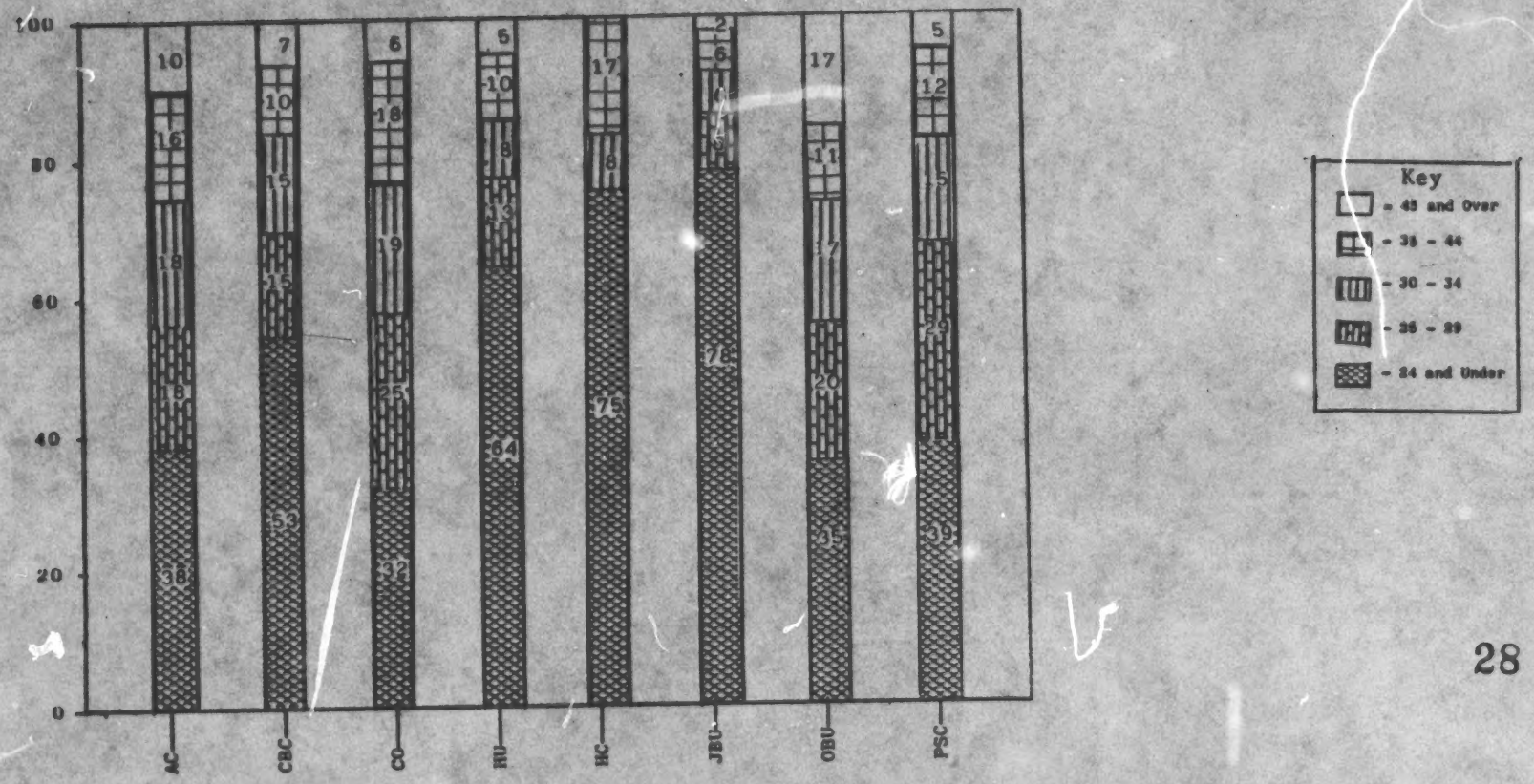


FIGURE 4. PERCENTAGES OF PART-TIME STUDENTS BY AGE GROUP BY INDEPENDENT TWO-YEAR INSTITUTIONS, FALL 1980

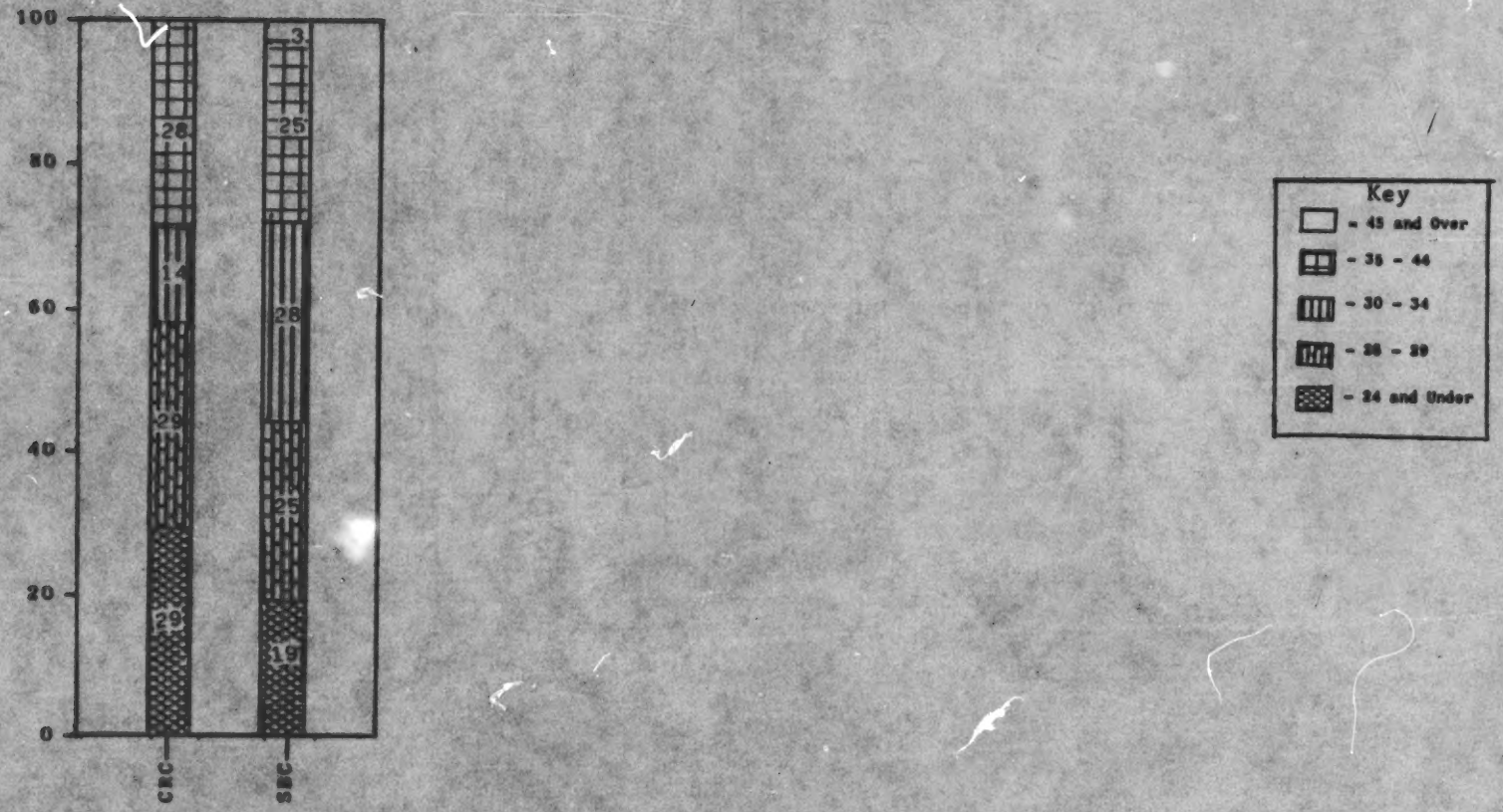


FIGURE 5. PERCENTAGES OF FULL-TIME STUDENTS BY AGE GROUP BY STATE FOUR-YEAR INSTITUTIONS, FALL 1980

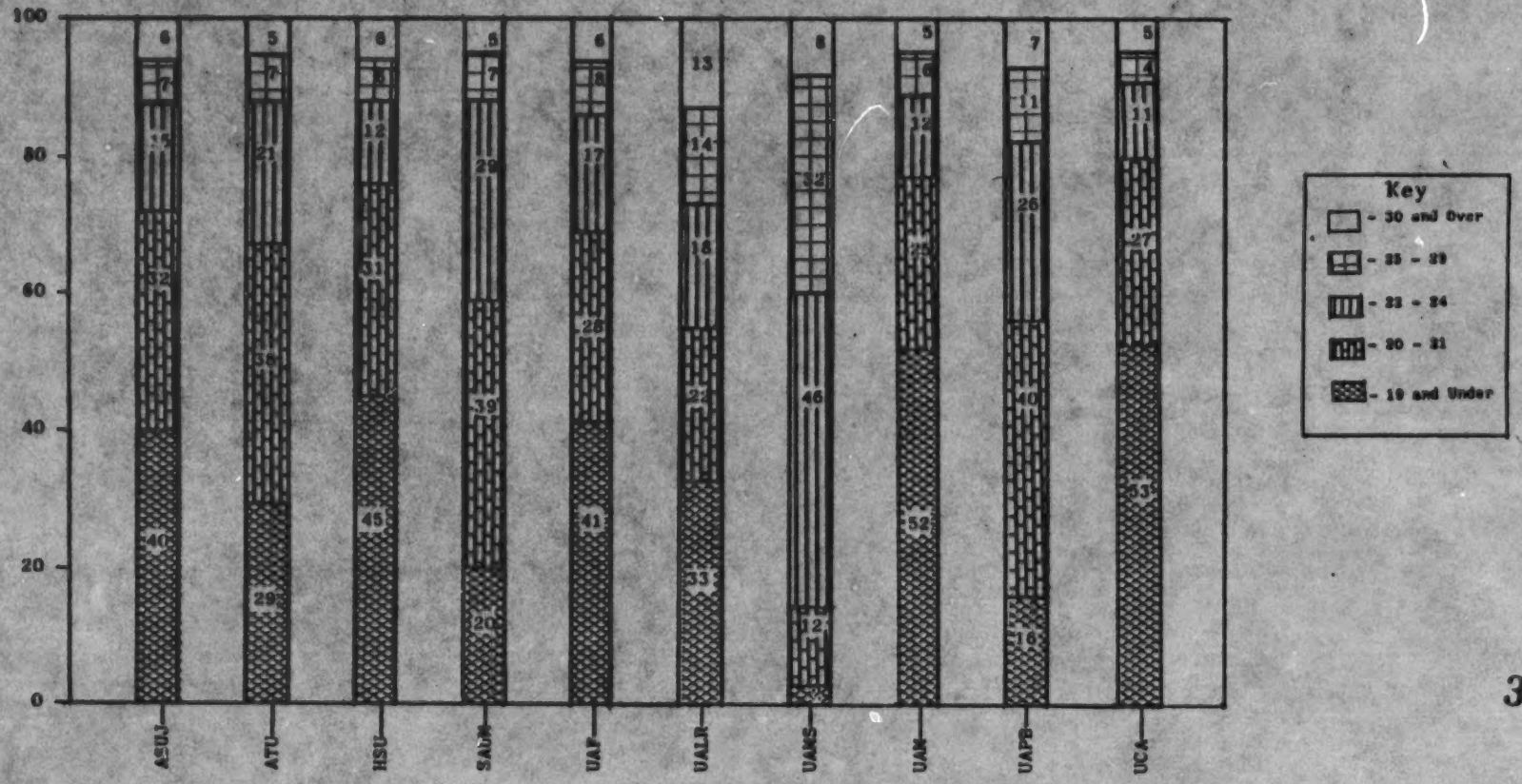


FIGURE 6. PERCENTAGES OF FULL-TIME STUDENTS BY AGE GROUP BY STATE TWO-YEAR INSTITUTIONS, FALL 1980

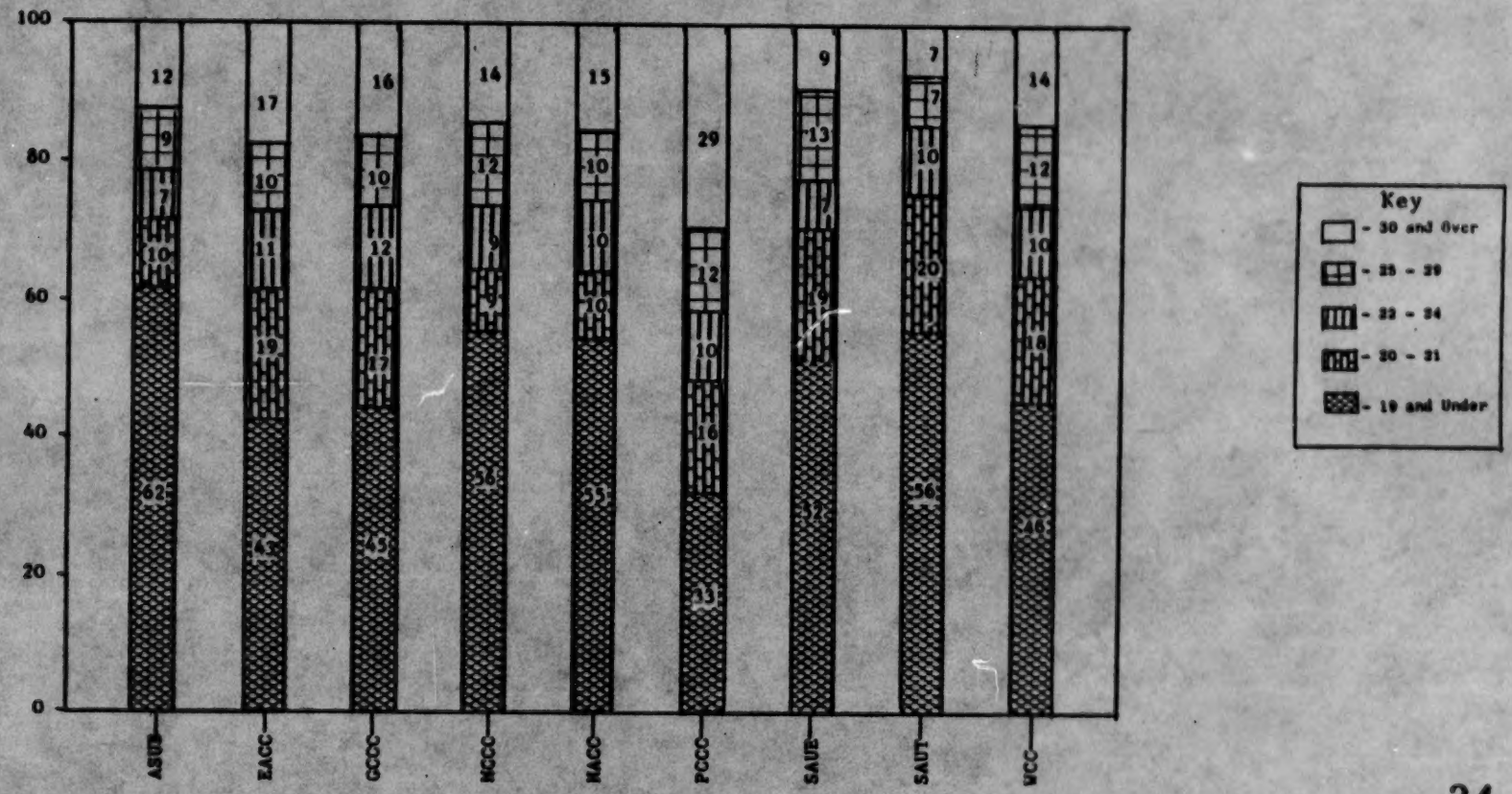


FIGURE 7. PERCENTAGES OF FULL-TIME STUDENTS BY AGE GROUP BY INDEPENDENT FOUR-YEAR INSTITUTIONS, FALL 1980

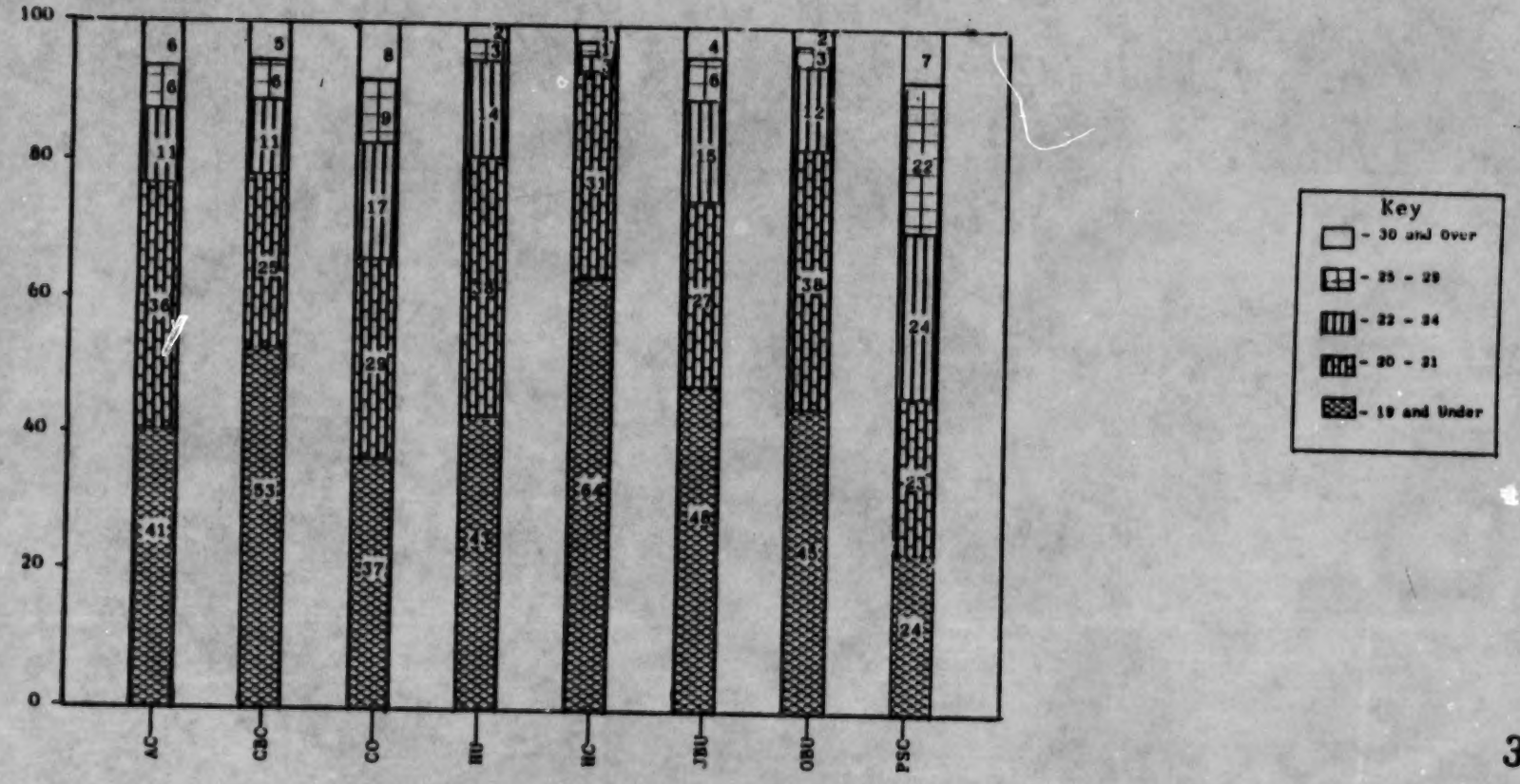
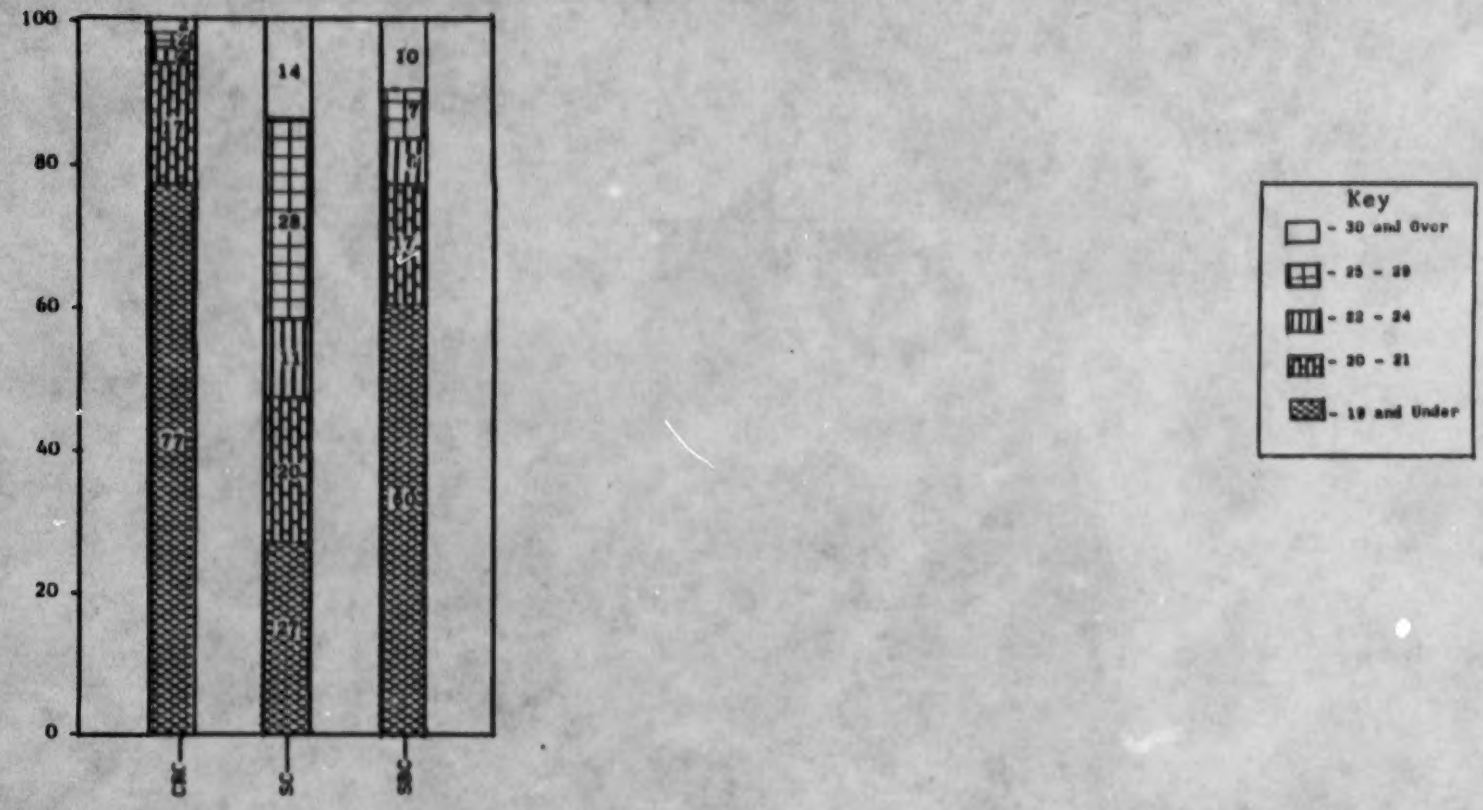


FIGURE 8. PERCENTAGES OF FULL-TIME STUDENTS BY AGE GROUP BY INDEPENDENT TWO-YEAR INSTITUTIONS, FALL 1980



(For further detail of age of students by institution, see Table A-3 in the Appendix.)

As is evident in the above discussion, there is little difference between the average age of community college students and students at other institutions if one separately examines full-time or part-time students. In 1980 the median age of full-time community college students was 20 and the median age was 21 for students at both state and independent four-year institutions. Among part-time community college students, the median age was 28 and at four-year institutions the median age was 28.

Only when the total student population at each institution was considered did the average age of the community college student exceed that of the average age of students attending four-year institutions, reflecting the larger portion of part-time students at community colleges. Fifty percent of state community and two-year college students attended part-time while less than 25% of the students in four-year institutions attended part-time. These differences in percentage of part-time enrollment are evident in figure 9.

First-Time-Entering Undergraduates

"The conventional collegiate youth can be viewed as the high school senior who enrolls in a college on a full-time basis immediately following high school graduation and takes the minimum amount of time to complete a program of study, for example, four-years for a bachelor's degree. However, many students interested in conventional curricula are interested in nontraditional enrollment, in attending part-time often to integrate employment and schooling or in delaying entering postsecondary education."[13] The advent of the nontraditional student at the community college is evident in the median age and number of part-time students at two-year and community colleges.

It is shown in Table 6 that approximately half of the first-time-entering state community and two-year college students attended on a part-time basis, about four-times as often as students at four-year institutions. Independent two-year institutions' students more nearly resembled those of four-year institutions.

FIGURE 9. PERCENTAGE FULL-TIME AND PART-TIME HEADCOUNT ENROLLMENT BY INSTITUTION, FALL 1980

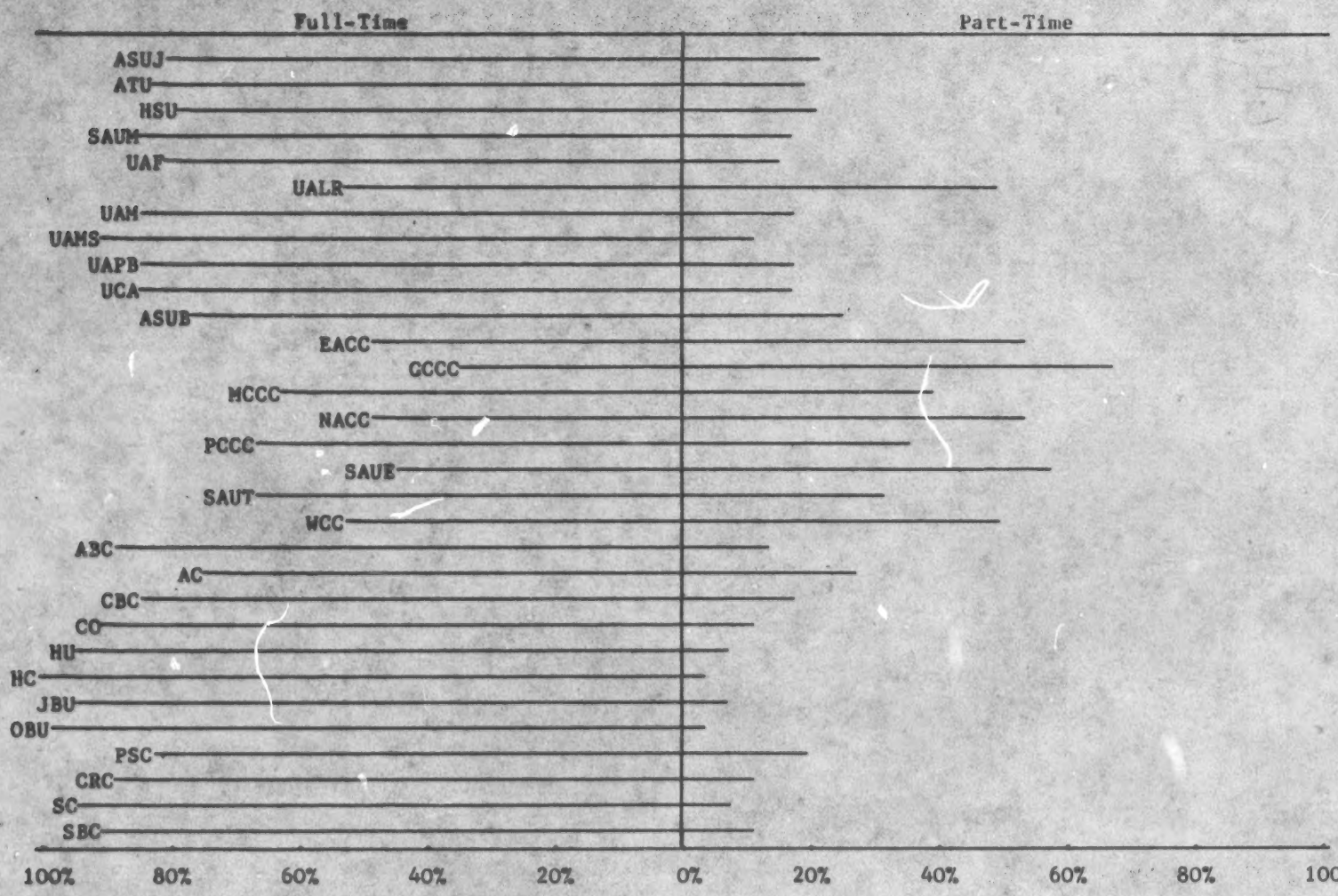


TABLE 6. PERCENTAGE OF FIRST-TIME-ENTERING STUDENTS ATTENDING PART-TIME AND PERCENTAGE OF FIRST-TIME-ENTERING STUDENTS OVER 19 YEARS OF AGE, FALL 1980

	% PART-TIME	% OVER 19
State Two-Year	44.9%	50.6%
State Four-Year	12.2%	24.8%
Independent Two-Year	5.5%	36.8%
Independent Four-Year	4.3%	17.0%

SOURCE: ADHE 05-0

As is apparent in Table 6, more students attending state two-year institutions than other institutions delayed matriculation. In 1980, only three out of five full-time first-time-entering state two-year and community college students were of conventional age, but four out of five full-time first-time-entering undergraduate students at four-year institutions were less than 20 years old. (Tables A-4 through A-5 in the Appendix display age of first-time-entering students by institution.)

Other Undergraduates

Displayed in Table 7 are the full-time and part-time other-undergraduate students median ages, full-time, part-time and in total. When compared with first-time-entering undergraduate students, a larger percentage of other-undergraduate students at all types of institutions attended part-time.

TABLE 7. OTHER UNDERGRADUATES, FALL 1980

	Percent		Median Age		
	Part-Time	Full-Time	Part-Time	Full-Time	Total
State Two-Year	48.0%	52.0%	29	21	24
State Four-Year	16.4%	83.6%	25	21	21
Indpt. Two-Year	7.6%	92.4%	22	20	21
Indpt. Four-Year	6.5%	93.5%	24	20	20

SOURCE: ADHE 05-0

Again, when compared in total, the median age of students attending two-year state institutions was greater than the median age of students attending four-year institutions. For further detail see Tables A-6 and A-7 in the Appendix.

Unclassified Pre-Baccalaureate Students

A student is classified as an unclassified pre-baccalaureate student if he or she cannot be classified as a freshman, sophomore, junior or senior because he or she is not enrolled in a program of study leading to a degree/diploma or certificate even though taking courses with regular students. Students who have been admitted to pursue a degree but have not yet declared a major are not included in this category. Also included in this category are students who have received an earned baccalaureate degree, have not been accepted by the institution for graduate-level study, and are taking undergraduate-level courses such as individuals with bachelor's degrees taking courses for teacher certification.

Over 75% of all unclassified pre-baccalaureate students attended college part-time. Also, over 70% of all unclassified pre-baccalaureate students were over 25 years of age. The median age of all unclassified pre-baccalaureate students ranged from 28 at four-year independent institutions to 32 at two- year state institutions. (See Table 8 below.) For further detail of age of unclassified pre-baccalaureate students see Tables A-8 through A-9 in the Appendix.

TABLE 8. UNCLASSIFIED PRE-BACCALAUREATE STUDENTS, FALL 1980

	Percent		Median Age		
	Part-Time	Full-Time	Part-Time	Full-Time	Total
State Two-Year	94.7%	5.3%	33	23	32
State Four-Year	76.9%	23.1%	31	24	29
Indpt. Two-Year	85.8%	14.2%	N/R	N/R	N/R
Indpt. Four-Year	84.9%	15.1%	28	24	28

N/R = Not Reported

SOURCE: ADHE 05-0.

Graduates

Graduate programs are offered at eight of the ten state four-year institutions and at two of the eight four-year independent institutions. Over 55% of all graduate students attended college on a part-time basis. Also, over 75% of all graduate students were 25 years of age or over. The median age for full-time students (26) was only slightly lower than that for part-time students. (See Table 9.) Tables A-10 through A-11 in the Appendix provide further age detail for graduate students.

TABLE 9. GRADUATE STUDENTS, FALL 1980

	Percent		Median Age		
	Part-Time	Full-Time	Part-Time	Full-Time	Total
State Four-Year	61.1%	38.9%	30	26	28
Indpt. Four-Year	57.4%	42.6%	30	24	27

SOURCE: ADHE-05-0

Unclassified Post-Baccalaureate Students

An unclassified post-baccalaureate student is one who has been awarded an earned baccalaureate degree and who is eligible to enroll in credit courses at the graduate or post-baccalaureate level but who cannot be classified as a master's, specialist or doctoral student because he/she has not been accepted by the institution for graduate level study. Only three colleges, HSU, UALR, and HU had unclassified postbaccalaureate students. Over 70% of all unclassified post-baccalaureate students attended school part-time. The median age for all unclassified postbaccalaureate students was 30. (See Tables A-12 through A-13 in the Appendix for further detail.)

First Professional Students

Arkansas has three first-professional programs, law at UAF and UALR and medicine at UAMS. Approximately 95% of all first-professional students attended college full-time. Since these are advanced degrees, most of the students

were older than the conventional college student; the average age was 25. This varied only slightly among degrees. (See Table 10 below.) Also, for further detail, see Tables A-14 through A-15 in the Appendix.

TABLE 10. FIRST PROFESSIONAL STUDENTS, FALL 1980

	Percent		Median Age		
	Part-Time	Full-Time	Part-Time	Full-Time	Total
UAF - Law	1.8%	98.2%	29	24	24
UALR - Law	18.5%	81.5%	29	27	27
UAMS - Medicine	0.0%	100.0%	-	25	25

SOURCE: ADHE 05-0.

CHANGES IN FULL-TIME AND PART-TIME ATTENDANCE

Table 11 displays part-time and full-time enrollment as a percentage of total enrollment by type of institution for 1975 through 1980. Shifts occurred

TABLE 11. ENROLLMENT BY PART-TIME AND FULL-TIME BY TYPE OF INSTITUTION, FALL 1976-1980

	1976	1977	1978	1979	1980
State Two-Year					
% Part-Time	46.9%	46.5%	53.2%	49.0%	50.0%
% Full-Time	53.1%	53.5%	46.8%	51.0%	50.0%
State Four-Year					
% Part-Time	23.3%	24.2%	25.8%	24.6%	22.2%
% Full-Time	76.7%	75.8%	74.2%	75.4%	77.8%
Indpt. Two-Year					
% Part-Time	15.0%	18.4%	20.7%	20.0%	9.1%
% Full-Time	85.0%	81.6%	79.3%	80.0%	90.9%
Indpt. Four-Year					
% Part-Time	7.6%	6.6%	7.8%	6.9%	7.7%
% Full-Time	92.4%	93.4%	92.2%	93.1%	92.3%
Total Ark. Inst.					
% Part-Time	25.0%	24.8%	27.7%	25.8%	24.6%
% Full-Time	75.0%	75.2%	72.3%	74.2%	75.4%

within type of institution. For example, part-time enrollment increased at state two-year institutions and declined at state four-year and independent two-year institutions during this period. Overall there was little change in the part-time enrollment patterns for all Arkansas institutions combined. Twenty-five percent of all Arkansas college enrollment attended part-time in 1976 as compared to 24.6% in 1980.

WOMEN AND MINORITIES IN HIGHER EDUCATION

Women as a percentage of total enrollment have increased steadily since 1976. In 1976, 48.2% of the college enrollment were women. In 1978, for the first time, women exceeded men in total college enrollment and their percentage increased yearly to 54.2% in 1980. Figure 10 displays male and female enrollment in Arkansas institutions for fall 1976 through fall 1980.

FIGURE 10. ARKANSAS COLLEGE ENROLLMENT BY SEX, FALL 1976 THROUGH FALL 1980

	76	77	78	79	80
% MALE	51.8	50.4	49.2	48.9	45.8
% FEMALE	48.2	49.6	50.8	51.1	54.2

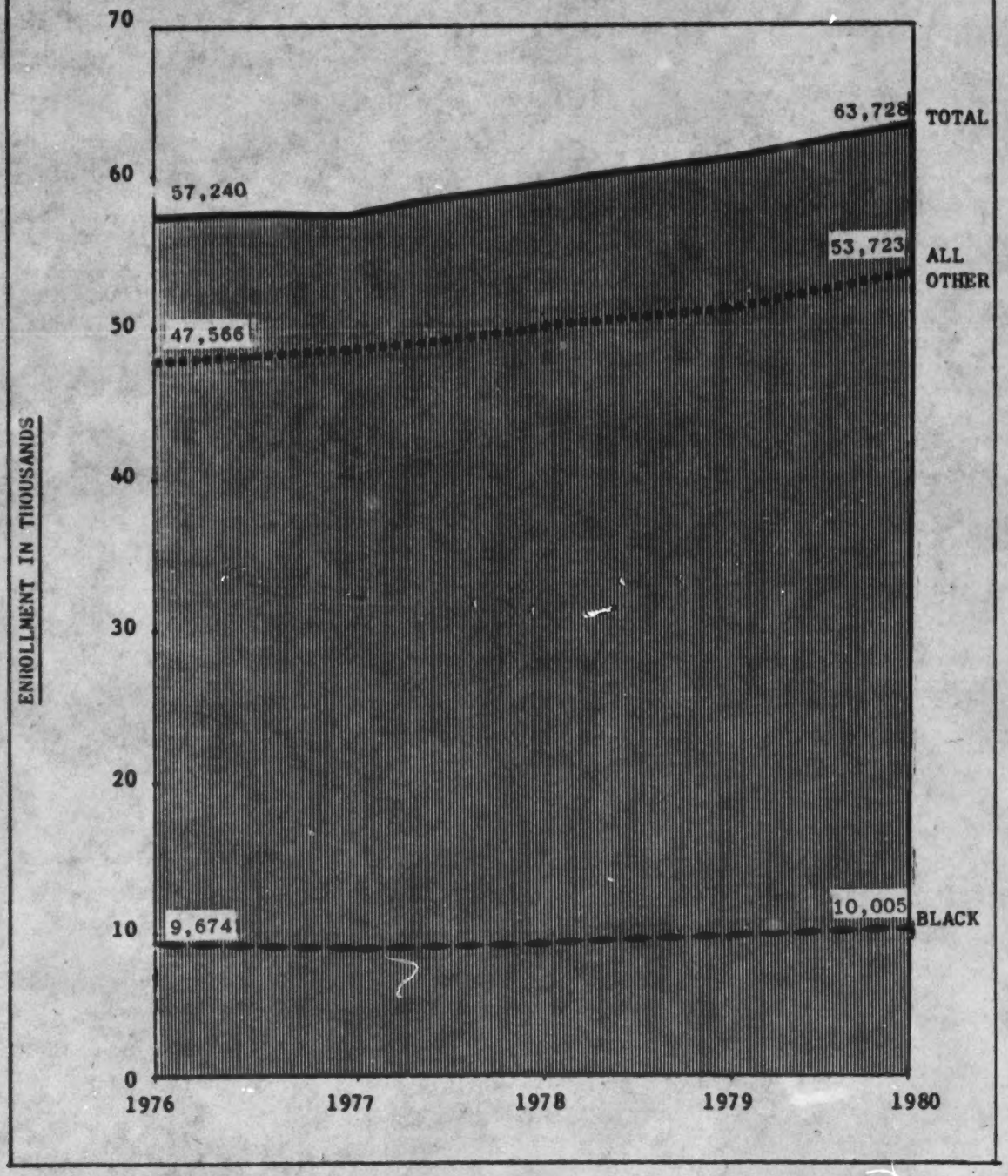
Women made up a larger proportion of enrollment at two-year colleges than at four-year institutions. A 1980 report released by the United States Education Commission of the States (ECS) based on 1978 nationwide enrollment stated that "women in community colleges made up nearly 53% of enrollment but less than 49% in four-year institutions. In 1980, women constituted 58% of the total state two-year and community college enrollment and 51% of the state four-year enrollment. Fifty-five percent of independent institutions enrollment were female. "1979 was the first year in which the total number of women enrolled in higher education nationwide exceeded the number of men. But three years earlier the number of first-time female freshmen exceeded the number of first-time male freshmen, and the gap has grown wider each year, with females representing nearly 53% of first-time freshmen by 1979. The rate of growth for women in total enrollment was even faster than the growth rate for women among first-time freshmen, indicating that women were staying in school longer and more women were returning to school."[14] Table A-16 in the Appendix displays enrollment by sex for each Arkansas college for 1976 through 1980.

The ECS study also stated that minorities, like women, made up a larger proportion of enrollment at community colleges than at four-year institutions. "Twelve percent of community college students were black, but only 10% in public four-year institutions and 8% in private four-year institutions."[15] The proportion of black enrollment among Arkansas state two-year (15.5), predominately white state four-year (10.7%) and predominately white independent institutions (3.6%) generally followed the national norm.

In the United States, four out of five minority students attended state institutions.[16] Approximately nine out of ten minority students in Arkansas attended state institutions.

Black enrollment among Arkansas state institutions has remained relatively stable from 1976 to 1980, increasing only 3.4%, while all other enrollment has increased 12.9%. (See Figure 11.) This pattern reflects that of most of the Southern Regional Education Board (SREB) states. One of the significant changes noted in the SREB report, Black and Hispanic Enrollment in Higher Education, 1978: Trends in the Nation and the South was the slowing of black enrollment growth from 1976 to 1978 as compared to earlier in the decade.

FIGURE 11. ARKANSAS COLLEGE ENROLLMENT BY ETHNICITY, FALL 1976 THROUGH FALL 1980



Although most female students attended college full-time, females were much more likely to attend college part-time than are males. Among state and independent two- and four-year institutions the proportion of females attending part-time exceeded that for males. Table 12 displays the proportion of females and blacks that attended college full- or part-time. This pattern of attendance is consistent with past trends. Blacks were more likely to attend full-time in all cases except four-year independent institutions. There are three predominately black institutions with a higher proportion of part-time students among the four-year independent institutions.

TABLE 12. PATTERN OF ATTENDANCE FOR FEMALE AND BLACK ENROLLMENT, BY TYPE OF INSTITUTION, FALL 1980

	Male Enrollment	Female Enrollment	Black Enrollment
State Two-Year			
% Part-Time	44.4%	53.4%	30.2%
% Full-Time	55.6%	46.6%	69.8%
State Four-Year			
% Part-Time	18.4%	30.2%	17.5%
% Full-Time	81.6%	69.8%	82.5%
Indpt. Two-Year			
Part-Time	2.7%	12.2%	2.0%
Full-Time	97.3%	87.8%	98.0%
Indpt. Four-Year			
Part-Time	12.0%	12.8%	18.7%
Full-Time	88.0%	87.2%	81.3%

SOURCE: NCES 2300-2.3

SUMMARY OF CHARACTERISTICS OF STUDENT BODY OF ARKANSAS COLLEGES AND UNIVERSITIES

Table 13 summarizes many of the characteristics of the student bodies for Arkansas colleges and universities. For example, the University of Arkansas at Little Rock (UALR) has the highest percentage of part-time students among four-year institutions. Only 3.5% of UALR's students came from out-of-state

TABLE 13. SUMMARY OF STUDENT BODY CHARACTERISTICS BY INSTITUTION, FALL 1980

Institution	Avg ACT Score	Median Age: Full Time	Median Age: Part Time	Median Age: Total	Headcount Enrollment: Race: Percent Black	Race: Percent White	Race: Percent Other	Attendance: Percent Full Time	Attendance: Percent Part Time	Residence: Percent In State	Residence: Percent Out-of State	Sex: Percent Male	Sex: Percent Female
Two-Year State[a]													
ASUB		20	27	[19]	9.3%	91.4%	0.3%	79.6%	24.4%	99.3%	0.7%	47.2%	52.8%
EACC		21	30	25	32.4%	67.0%	0.6%	46.9%	83.1%	98.6%	1.4%	[72.1%]	[72.9%]
GCCC		31	28	[30]	6.7%	90.6%	2.7%	[133.3%]	[69.7%]	97.3%	2.7%	37.9%	62.1%
NCCC		20	27	24	[16.1%]	[80.6%]	3.3%	62.0%	38.0%	87.0%	13.0%	37.3%	62.7%
NACC		26	30	25	[19.2%]	[79.9%]	0.2%	47.0%	53.0%	94.3%	5.3%	35.9%	64.1%
PCCC		22	25	22	4.5%	91.4%	3.1%	65.0%	35.0%	96.0%	4.0%	45.1%	54.9%
SAUE		20	29	24	27.3%	72.1%	0.6%	43.2%	56.8%	96.5%	3.5%	30.1%	69.9%
SAUT		20	28	21	24.7%	74.3%	0.1%	65.2%	34.8%	96.7%	3.3%	[58.5%]	[41.5%]
WCC		20	27	25	4.8%	86.3%	9.0%	49.2%	50.8%	95.2%	4.8%	47.2%	52.8%
Four-Year State													
ASUJ	16.6	20	28	21	11.9%	86.5%	1.6%	79.3%	20.7%	89.8%	10.2%	46.4%	53.6%
ATU	18.0	21	[31]	21	3.9%	94.1%	2.0%	82.3%	17.7%	95.0%	5.0%	52.7%	47.3%
HSU	18.1	20	[31]	21	19.5%	79.1%	1.4%	79.7%	20.3%	96.1%	3.9%	40.5%	59.5%
SAUM	16.0	22	27	21	23.3%	75.7%	1.0%	84.4%	15.6%	89.9%	10.1%	46.9%	53.1%
UAP	19.4	21	27	21	5.6%	90.3%	4.1%	85.6%	14.4%	81.5%	18.5%	57.3%	42.7%
UALR	18.7	22	27	23	13.3%	83.9%	2.8%	52.4%	47.6%	96.1%	3.9%	44.1%	55.9%
UAM	14.8	20	29	20	18.5%	80.6%	0.9%	82.8%	17.2%	96.5%	3.5%	48.1%	51.9%
UAMS	N/R	[27]	28	24	5.6%	92.3%	2.1%	90.0%	10.0%	95.6%	4.4%	51.4%	48.6%
UAPB	[18.3]	22	29	21	83.6%	13.5%	2.9%	83.4%	16.6%	81.9%	18.1%	42.9%	57.1%
UCA	18.4	20	29	20	13.0%	86.7%	0.3%	84.1%	15.9%	98.1%	1.9%	39.9%	60.1%
Two-Year Indep.													
CRC		[31]	28	[19]	5.1%	94.9%	[0.0%]	88.1%	11.9%	86.5%	13.5%	28.8%	71.2%
SC		25	N/R	N/R	95.7%	3.0%	1.3%	93.2%	6.8%	98.8%	1.2%	56.0%	44.0%
SBC		20	[31]	[19]	5.8%	90.7%	3.5%	90.5%	9.5%	85.6%	14.4%	48.5%	51.5%
Four-Year Indep.													
ABC	N/R	N/R	N/R	N/R	[96.3%]	3.7%	[0.0%]	86.6%	13.4%	[100.0%]	[0.0%]	51.0%	49.0%
AC	17.4	21	28	21	9.0%	90.7%	0.3%	74.1%	25.9%	88.5%	11.5%	38.2%	61.8%
CBC	18.1	20	24	20	1.5%	98.2%	0.3%	82.6%	17.4%	77.2%	22.8%	36.2%	63.8%
CO	N/R	21	29	21	4.9%	84.5%	10.6%	90.2%	9.8%	78.0%	22.0%	48.8%	51.2%
HU	19.9	20	24	20	0.8%	96.7%	2.5%	94.3%	5.7%	29.8%	70.2%	42.6%	57.4%
HC	[25.2]	[34]	[41]	[33]	5.0%	93.3%	1.7%	[98.8%]	[1.2%]	89.4%	10.6%	43.1%	56.9%
JBU	20.2	20	[41]	20	1.3%	94.3%	4.2%	93.9%	6.1%	[29.2%]	[70.8%]	39.2%	60.8%
OBU	N/R	20	[31]	20	9.1%	89.5%	1.4%	97.0%	3.0%	82.4%	17.6%	46.1%	53.9%
PSC	12.0	22	28	22	74.6%	[1.0%]	[24.4%]	80.7%	19.3%	80.5%	9.5%	52.2%	47.8%

N/R = Not Reported

[a]ACT information is not collected from two-year institutions

SOURCE: ADHE 05-0, ADHE 06-0, ADHE 07-0 and NCES 2300-2.3

Key
[ ] - Highest Value
[ ] - Lowest Value

and 13% of the institution's enrollment consisted of minority students. The average ACT score for all first-time-entering students was 16.7. The median age was 22 for part-time students and 27 for full-time students. The median age for all students was 23, higher than the median age at other state four-year institutions.

FOOTNOTES

[1]1980-81 College Catalogs, Arkansas Colleges and Universities.

[2]Directions for Postsecondary Education in Arkansas, 1978, Arkansas Department of Higher Education, (Little Rock: 1978), pp. 17-18.

[3]Leland L. Medsker and James W. Trent, Beyond High School, (San Francisco: Jossey-Bass Inc., 1979), p. x.

4Tom Dubocq, "American Community Colleges in Crisis - A Conversation with Robert H. McCabe" Change, July/August 1981, pp. 26-31.

[5]Paul Taubman and Terence Wales, Mental Ability and Higher Educational Attainment in the 20th Century, Carnegie Commission on Higher Education, National Bureau of Economic Research Occasional Paper 118, (Berkley: 1972), p. 7.

[6]The American College Testing Program, ACT, The High School Profile Report, Normative Data, (Iowa City, 1981), p. 1.

[7]William Moore, Jr. Against the Odds, (San Francisco, Jossey-Bass Inc., 1970), p. 7.

[8]The Condition of Education, 1981 Edition, U. S., Department of Education, Washington, ([Washington: Government Printing Office, 1981]), p. 120.

[9]Jack Magarrell, "The Enrollment Boom Among Older Americans: 1 in 3 College Students is Now over 25 Years Old." The Chronicle of Higher Education, May 4, 1981, p. 3.

[10]Tom Spencer, "Arkansas Public High School Graduates, Projections to 1996-97", Arkansas Department of Higher Education, (Little Rock, 1980), p. 7.

[11]Magarrell, loc. cit.

[12]Magarrell, loc. cit.

[13]U. S. The Condition of Education, loc. cit.

14William Hyde, "The Age and Related Demographic Characteristics of Students Attending Community Colleges and Four-Year Institutions, Working Papers in Education Finance." Denver: Education Commission of the States, 1979, p. 18.

[15]Hyde, loc. cit.

[16]Hyde, loc. cit.

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